***MS Civil Rights Template for Lesson 1: Civil Rights and Me***

***\*\*Additional slides as needed***

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| **Objectives**  **Students will be able to...**   1. Use communication and social skills to positively interact with others by referring to shared agreements 2. Define Safe & Respectful Learning Environment 3. Demonstrate ways to get help and support if they are concerned about their safety or rights 4. Understand the importance of reporting | **Materials Needed**   * Sticky notes (1 per group) * Markers * Pencils * Pad of Poster Paper * Optional- Handout **“Vocabulary Fill in the blank”**- make 1 copy per student. * Optional- Handout for Discussion “**What Youth Can Do if They Are Being Bullied”** |

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| **Time** | **Description and Talking Points** | **PPT Slides** |
| 1  minute | **Objectives-** Read objectives on the slide or have student's popcorn read them |  |
| 2  minutes | **Working Agreements -**  **Teacher-** read agreements or have student's popcorn read the agreements; discuss and clarify. |  |
| 3  minutes | **Warm-up:**  **Teacher read aloud the quote-**  “Change the belief, and the thinking changes. Change the thinking, and the action changes. Change the action, and the result changes.” - John Assaraf  Ask student to Think-Turn-Tell to give an example about how this might apply at school. Share with their group or out loud or *write in the chat if delivering online.* |  |
| 5 minutes  5 minutes | **Introduce Key Vocabulary:**  **Teacher-** Introduce key vocabulary words (slide 5) and review definitions on slides 6, 7, 8  **(Optional Activity In-Person)**- Make copies of Lesson 1 handout -Vocabulary Fill in the blank (student copy only). Students can follow along and fill in the blank with the Lesson 1 as the teacher reviews the definitions.  Vocabulary words will be further explored in Civil Rights & Me Lessons 2, 3, 4 |  |
| 2  minutes | **Define Safe & Respectful Learning Environments and its principles**  **Teacher-** Read aloud slides 9 & 10. Clarify any questions students may have. |  |
| 5  Minutes  5  minutes | **Think-Turn-Tell Activity**  **Teacher-** What do you do if your or someone else’s rights have been violated or you are worried about someone’s safety?  Tap into students’ prior knowledge about getting help. Have a class or (group) discussion about what to do if their rights have been violated or they are worried about someone's safety. (Slides 14-19 will address getting help)  **Optional** **Activity**: Have students make a group poster about what to do if their rights have been violated or they are worried about someone’s safety.  \*Add on to the poster at the end of the lesson 1 after all of the information has been shared.  Have them work in groups to make a group poster answering the following questions:   * Who can they talk to? * What should they report? * How can they report the information? or * Where can they report the information? |  |
| 8  minutes | **Video & Class Discussion:**  **Teacher-** Emphasize to students why it’s important to understand the difference between reporting (getting help/advocating) and snitching. The term snitching is used to silence others, so they don’t get help. Reporting/Telling is a proactive approach before the situation gets worse.  *Reframe getting help to becoming an advocate or self-advocate. An advocate helps others get what they need. A self-advocate communicates their own needs.*  How does getting help build positive school climates?  **Embrace these important points**  • No one ever deserves to be bullied  • You have the right to ask for help to stop the behavior  • Your opinion about what to do is important  • You don’t have to go through the bullying experience alone  Play video   * After video discussion - tie back into original quote **“**“Change the belief, and the thinking changes. Change the thinking, and the action changes. Change the action, and the result changes.” - John Assaraf   Show Comparison Chart Reporting vs. Snitching   * Stress the importance of getting help * Use the [What Youth Can Do If They Are Being Bullied- Q&A](https://www.pacerteensagainstbullying.org/wp-content/uploads/2014/07/what-youth-can-do.pdf) handout to help guide discussion on getting help |  |
| 5  minutes | **Class Discussion**  **Teacher**- Remind students of the importance of talking with a trusted adult and use of SafeVoice for anonymous reporting and helping others. An advocate helps others get what they need. A self-advocate communicates their own needs.  Review SafeVoice information in slides 15, 16, 17, 18 |  |
| 5  minutes | **Review of SafeVoice**  **Teacher** make note of:   * SafeVoice is for safety of self and others * Anonymous reporting via phone, website, or app * Report incidences related to: bullying/cyberbullying, suicidal thoughts or self-harm, sexual harassment, substance abuse, violence or weapons. * SafeVoice information is on the back of student ID badges |  |
| 1 minute | **Other Ways to Report**  **Teacher-** Review these 2 other ways to file a complaint, click on blue hyperlinks to view forms |  |
| 5  minutes | **Wrap-up**  Positive Post-its  **Teacher- l**ead a quick discussion on how being an advocate and getting help creates healthy school climates & culture.  **Students-** write down 3 positive outcomes on 3 different sticky notes related to advocacy, taking action and getting help – put up on posters around the room. Tie back into quote- “Change the action, and the result changes.”  **Poster Titles:**   1. **Self** 2. **School** 3. **Community**   \*Teacher can read responses aloud when done or students can take a walk around the room and look at the posters. |  |